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In an attempt to show that Spokane Community College was a significant factor in the current and future economic fortunes of the city of Spokane, four hypotheses were tested and confirmed: (1) Spokane Community College (SCC) had a higher growth rate than the city itself between 1963 and 1968 as shown by population, employment, capital investment, and direct expenditures (retail sales); (2) SCC will continue to be an important economic factor in Spokane; (3) SCC students will spend at least $5,000,000 for goods and services during 1968 in Spokane; and (4) SCC is responsible for at least 2,000 students being in Spokane. This thesis was designed to provide Spokane business and professional people with the information that would generate increased interest in and support for SCC as a significant 'business' force in the community. (MC)

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THE ECONOMIC IMPACT OF SPOKANE COMMUNITY COLLEGE UPON THE SPOKANE METROPOLITAN AREA

A Thesis

Presented to

The School of Business Administration

Gonzaga University

In partial fulfillment of the requirements for the degree of Master of Business Administration

JC 690 186

by

Ronald Merchant

May 1969

UNIVERSITY OF CALIF.
LOS ANGELES

MAY 27 1969

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

This thesis has been read and approved as to content.

By: Clifford Canad, S.J. Ph.D

This thesis has been read and approved as to form.

By: GCC

PREFACE

This study has been made to show that Spokane Community College has a very significant economic impact on the Spokane Metropolitan area. It is offered to serve as a useful tool for the College's Administration in its planning and its public relations efforts. The study would also be useful to anyone trying to show the economic impact of any institution of higher education.

ACKNOWLEDGEMENT

The administration, staff, faculty, and students of Spokane Community College contributed considerably to this study. Without their cooperation a study of this type would be impossible. The writer wishes to express sincere appreciation for the assistance and information he has received.

The writer also wishes to express appreciation and acknowledge the work of Mr. Charles H. Steilen who prepared "An Analysis of Gonzaga University's Contribution to the Spokane Area's Economy." His work was very helpful in the preparation of this study.

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CHAPTER I

SETTING THE STAGE

A. Introduction

B. Statement of Problem

C. Purpose of Problem

D. Hypotheses

E. Methodology

F. Scope and Limitations

G. Organizational Structure of the Study

A. INTRODUCTION

There are six million American college students today and 8.5 are projected for 1975. About one million of these students are presently enrolled in community colleges, and over two million are expected to be enrolled in community colleges by 1975. Spokane Community College now has an enrollment of over 4,000 and expects to have about 8,000 students by 1975. In any terms and on a national or local level, this is <u>big business</u> with very rapid growth prospects. While everyone realizes the financial significance of a community college, most people concern themselves with what is spent and not with the expenditures made by or because of the school.

In this examination we are interested in showing, in both financial and non-financial terms, the economic impact of Spokane Community College upon the Spokane Metropolitan area.

B. STATEMENT OF THE PROBLEM

Despite the assumption that the economic impact of Spokane Community College on the Spokane Metropolitan area is significant, to date no attempt has been made to verify this position. Our concern here will be to assemble data to determine with some preciseness the economic impact of the college in both direct and indirect expenditures for

the fiscal period 1963 through fiscal 1967. We shall compare these figures with such items as retailing, employment, and construction in the Spokane Metropolitan area.

C. PURPOSE OF THE STUDY

The purpose of this study will be to present the data as indicated above to serve as a useful tool for the College's Administration in its planning and in its efforts to see itself as a truly significant factor in the current and future economic fortunes of Spokane.

Further, it is our hope that by recognizing this prominence, the Administration will use the data presented here to sell itself to the local business and professional community.

D. HYPOTHESES

The Hypotheses examined herein are:

1. The growth of Spokane Community College between 1963 and 1968 was at a faster rate (percent) than that of Spokane as evidenced by the relative performance factors:

    a. Population

    b. Employment

    c. Capital Investment

    d. Direct Expenditures vis a vis Retail Sales

2. Spokane Community College will continue to be an important economic factor in Spokane.

3. Spokane Community College students will spend at least $5,000,000 for goods and services during 1968 in Spokane.

4. Spokane Community College is responsible for at least 2,000 students being in Spokane.

E. METHODOLOGY

An exhaustive examination of both internal and external data will be made--including limited reliance on information as reported in national and regional mass media. Particularly helpful will be reports of the National Education Association, the American Association of Junior Colleges, the Spokane Chamber of Commerce and Spokane Community College's Business Office.

All primary data will be gathered through probability sampling techniques. Use of a questionnaire to a random sample of students will be used and tabulated.

Primary data will be presented, where possible, in a format consistent with the form of secondary data with which they will be compared.

F. SCOPE AND LIMITATIONS

The focus of this study will be the direct and indirect expenditures of Spokane Community College for the five year period 1963-1968; no attempt will be made in this study to examine the economic contribution of other colleges in the County, nor of all of them.

It should be noted that in many instances, figures cited will be estimated because other data is not available. By the same token, every effort will be made to determine the complete financial impact of Spokane Community College in all its aspects, rather than just a single examination of its operating budget.

G. ORGANIZATIONAL STRUCTURE OF THE STUDY

The second chapter will deal with the growth of Spokane Community College since its instigation in 1963, and its resultant growth in dollars and cents. Also examined, will be the growing roll of the Federal Government and the latest trends and forecasts for the continued growth of community colleges.

The third chapter will discuss the concepts of economic growth and the rationale for choosing those indicators to be used in comparing Spokane Community College and Spokane.

Chapter IV will trace the economic fortunes in Spokane in recent years together with those of Spokane Community College. Comparisons will be drawn between the economic indicators of Employment, Population, Construction, and Retail Sales vis a vis Spokane Community College Expenditures.

Adding another dimension to the economic contribution of Spokane Community College to Spokane is the determination of those dollars flowing into Spokane because of the Community College but not spent directly by it. These will be explained in Chapter V.

Chapter VI will deal with some of the social economic impacts of the College.

Chapter VII or the concluding chapter will reexamine the original hypotheses in the light of the data presented and give suggestions for further research.

CHAPTER II

THE GROWTH OF SPOKANE COMMUNITY COLLEGE

A. History

B. College Description

C. The Role of the Federal Government

D. The Latest Trends and Forecast for the Continued Growth of Community Colleges

A. HISTORY

Spokane Community College originated from two different background areas. The Technical and Vocational School had its inception in 1916 with the first vocational printing classes offered by Spokane School District 81.

The State Board of Education authorized the establishment of a two-year community college in Spokane on July 9, 1963. A comprehensive educational program, with vocational-technical offerings and university-parallel classes, began September 16, 1963, with 1,200 students, at East 3403 Mission Avenue.

The 1967 Legislature separated community colleges from the common schools and created a statewide system of 22 community college districts. A local Board of Trustees, appointed by the Governor, administers Washington State Community College District 17 which encompasses the counties of Ferry, Pend Oreille, Spokane, Stevens, Whitman, and a portion of Lincoln.

Operation of the eight-unit second campus was begun in the fall of 1967.

The two locations at Fort Wright and East 3403 Mission, consisting of a total of 128 acres, provide ample space to accommodate the projected students population and to allow for continued building expansion as

well as curriculum development in both liberal and applied arts areas.[1]

B. COLLEGE DESCRIPTION

Spokane Community College, like other two-year public community colleges, is an especially American institution. It is different from the four-year residential colleges and unlike the research-centered university. The new community colleges have been called "a unique American phenomenon."

Although related to the comprehensive high school in terms of its desire to serve a broad spectrum of educational needs and interests, the community college is a full-fledged member of higher education. Spokane Community College is truly a comprehensive institution and has the four-pronged approach outlined by Dr. Fretwell:[2] (a) dynamic career programs at the associate-degree (two year) level that lead directly to necessary and remunerative employment as technicians or semi-professionals: (b) transfer programs, also leading to an associate degree, that prepare students to enter colleges granting the B.A. or

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[1] Spokane Community College Catalog, 1968-70, Spokane, Washington, 1968, p. 1.

[2] E. K. Fretwell, Jr., "Issues Facing Community Colleges Today," NEA Journal, October, 1968, pp. 46-48.

B.S. degree, typically at the junior or third year level; (c) short-terms courses, workshops, or institutes meeting particular community needs of a social, vocational, or cultural nature; (d) guidance services that assist the individual to find his place in one or more of the programs just described or to continue his education on either a full- or part-time basis in some institution other than the community college.

Spokane Community College has an "open door" admissions policy. It is accredited by the Northwest Association of Secondary and High Schools and the Washington State Board for Community College Education.

Our surveys have shown that Spokane Community College has a profound and observable effect on the area it serves. More college-age youths attend college. Thus, it stands to reason that with the assurance that higher education will be available, fewer students drop out of high school and more young people go on to a baccalaureate-granting institution when they can get the first two college years at home. More adults in the area enroll to brush up or improve their skills, prepare for new careers or enrich their general education.

C. THE ROLE OF THE FEDERAL GOVERNMENT

The role of the Federal Government in education is increasing. This is a subject of much discussion, discourse, and disagreement, but from every indication we now have, Federal monies will play a major role in community college expansion.

President Johnson stated in the 1969 Economic Report of the President that, "This Nation must strive to bring the cost of higher education within the means of every qualified student through expanded loans and grants, and to provide funds for higher education adequate to ensure instruction of the finest quality."

D. THE LATEST TRENDS AND FORECASTS FOR THE CONTINUED GROWTH OF COMMUNITY COLLEGES

There are six million American college students today and over eight and one-half million are projected for 1975. About one million of these students are presently enrolled in community colleges, and over two million are expected to be enrolled in community colleges by 1975. This is about a 42 percent increase in all college students but a 100 percent increase in the growth of community colleges.

Spokane Community College had a day student enrollment of 4,406 students fall quarter 1968. The Washington State Board of Community College Education projects a full-

time fall enrollment of 9,431 in 1975 and Dr. Walter S. Johnson, president of Spokane Community College, has said Spokane Community College could have 10,000 day students by 1975.

According to the estimates reported in Governor Evans' 1969-71 budget, all budgeted funds--expenditures for community colleges in 1967-69--were $112,800,000 and will be $175,500,000 in 1969-71, or a 56 percent increase.

In the past, the need for more and better higher education has been grossly underestimated. With a more educated populace and more leisure time, it seems reasonable to believe that the enrollment in Spokane Community College will at least double in the next five or six years if funds are made available to meet this demand.

As only the full-time day student enrollment at Spokane Community College has been quoted to date, it is appropriate to at least state the total student registration for all day, evening, and extension divisions. This figure for winter quarter, 1968-1969 is 9,191.[3] The day program, at both campuses, has an enrollment of 3,705: 2,175 in liberal arts and 1,530 in applied arts. The evening school compilation is as follows: Liberal arts, 348; trade and industry, 1,050; apprenticeship, 450; adult basic education, 225; high school diploma, 50; distributive education, 231; TV High School, 132; and estension courses in 18 communities throughout Washington Community College District 17, approximately 2,000.

[3]Public Information Office, Spokane Community College, January 31, 1969.

CHAPTER III

SOME GENERAL CONCEPTS OF ECONOMIC GROWTH

A. General Concepts of Economic Growth and Progress

B. Additional Indicators

A. CONCEPTS OF ECONOMIC GROWTH AND PROGRESS

The Employment Act of 1946 set the goals of "maximum employment, production, and purchasing power" in the United States.

The Council of Economic Advisors in 1962 in an attempt enunciate our national policy for economic growth began this annual report with these words:

> "The Report of the Council of Economic Advisors is a document directed toward economic problems and national economic policy. It is written in keen awareness that the ultimate goals of the Nation are human goals, and the economics is merely instrumental to the making of a better life for all Americans. Involuntary unemployment is a sign of economic waste, but the fundamental evil of unemployment is that it is an affront to human dignity. Expenditures on better education and better health are investments in future capacity to produce; but even if they were not, they would be intrinsically desirable because ignorance and illness bar the way to happiness and security for many of our citizens. Social security and welfare benefits help to limit the depth of recessions, but their more important function is to protect human beings from hunger and despair. Statistical tables are to the economist what test tube and microscope are to the scientist--tools of the trade; but for the one as for the other, the ultimate dedication is to the quality of human life."[4]

Gross National Product in constant dollars is the most common measure of economic growth. This growth is achieved not only by the full use of our productive

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[4]Economic Report of the President, Washington D. C., (U.S. Government Printing Office), 1965, p. 32.

powers available at any given time, but it also means an expansion of those powers. In the long run, it is only a growth of overall productive capacity that can swell incomes and raise living standards. Whereas the speed of economic growth may be debated, some economic growth is clearly a desirable goal.

John Maynard Keynes is the most quoted authority on economic growth. In his General Theory he states that Income in the current period is equal to Investment plus Consumption Expenditures. This is normally expressed by the formula, $Y = C + I$. Keeping this formula in mind, if income (as expressed by Y) is in fact a reasonable measure of growth, progress, and prosperity and if Real Income can be measured accurately by the combination of Consumption (C) and Investment (I), then our examination of significant factors in these two elements will support our theories on the economic contribution of Spokane.

Keynes' theory seeks to explain growth as it is reflected through employment (E). Therefore, growth, or lack of growth, is reflected in regional and local employment statistics. Keynes holds that the primary incentives to higher employment are the level of Investment (I) and the rate of Consumption (C) within the Community.

The controversy over economic growth in "modern" theories is not over these factors, but it arises over determining precisely which segments (activities) of an economy--in what proportion, over what time period, and in what combination--will culminate in the hoped-for growth and stability. The oversimplified factors that make up economic growth then are Consumer Purchases, Private Investment, and Government Purchases.

The important consideration in this study is that there are definite, measurable indicators of an economy's activity over time and that these measures are applicable to Spokane as an "economy" of its own.

B. ADDITIONAL INDICATORS

Our position in this study assumes that the above theory is a valuable guide. We have taken segments of Consumer Expenditures, Private Investment, and Government Purchases in an attempt to analyze the economic growth of both Spokane and Spokane Community College.

This does not imply that we have exhausted all possible indicators to bracket Spokane. Rather, our intention is merely to present those factors which could be reasonably compared with like data available from Spokane and from Spokane Community College. Using this data, we have attempted to show Spokane Community College's

growth as a part of the whole (Spokane). We have not attempted to determine whether Spokane has been growing, stabilizing or declining either in a relative or absolute sense.

With these things in mind, we have presented data for Retail Sales compared to Operating Expenditures to stimulate a portion of the Consumption Function (C), and Non-residential Construction has been compared to represent a portion of overall Investment (I). Population and Employment are taken as independent indicators to help support the Income Theory without actually being a direct part of it.

CHAPTER IV

SPOKANE COMMUNITY COLLEGE'S DIRECT EXPENDITURES

A. The Spokane Scene Since 1963

B. Comparative Population

C. Comparative Payrolls

D. Capital Expenditures

E. Goods and Services Purchased

A. THE SPOKANE SCENE SINCE 1963

Spokane provides a positive climate of good will and support for its community college. About 65 percent of its enrollment originates from the Spokane Metropolitan area. And a large portion of its financial support is supplied indirectly from the Spokane Metropolitan area.

Spokane recognizes the Community College as both an educational and cultural asset. Less evident, however, has been any real recognition of Spokane Community College as a very significant economic force. Our goal in this thesis is to show that such recognition is warranted on the basis of the contribution the college has made and is making to the Spokane economy.

From the data we have collected and read, we can reasonably say that in recent years, at least prior to 1966, Spokane's economy has been comparatively stagnant. A Gonzaga group "...compiled evidence that Spokane's economy has been performing at a rate below the national average and below that of several selected cities."[5] Our efforts in this study, however, are in documenting Spokane's economic performance in comparison with that of Spokane

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[5]Final Report: The Gonzaga University Study of Economic Development and Public Concern in the Spokane Area, Gonzaga University, September 30, 1967.

Community College, not in a comparison with other communities. It is significant, nonetheless, that the Larry Smith Report, Gonzaga University's Urban Research and Economic Development Program, and a study conducted by Professor Charles Oldham of Eastern Washington State College, though independent of one another, reached basically the same conclusion: Spokane's Economy has been, at best, "bland."

B. COMPARATIVE POPULATION

Spokane is a retailing center; "trading center of the Inland Empire" is an often-used phrase when speaking about Spokane. This is generally conceded despite the scope of operations such as Kaiser Aluminum Company.

Dr. William O. Perkett, vice-president for Finance and Planning of Gonzaga University, made the following statement:

> "Spokane is a retailing center and much of the money generated through retailing goes outside the area. A city cannot grow on itself. In the period between 1960 and 1965 this town could have gone down dramatically if it were not for its position as an education and medical center. Gonzaga generates revenue for the community because most of our students bring money in here from the outside. The medical profession and the hospitals also offer a service that brings money in, instead of sending it out."[6]

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[6]"School 'Manager' Sets Sights High," Spokane Daily Chronicle, January 6, 1969.

In chapter five we will show that Spokane Community College is responsible for 55 percent of its student body being in the Spokane area and that the average S.C.C. student adds about 2,000 dollars to the Spokane economy.

Seattle provides a striking example of the economic spiral which can result from an increase in employment. A growing economy creates new jobs and the resultant need for people to fill them. From the opposite viewpoint, a growing population creates new markets, which in turn stimulates investment and, ultimately, more jobs. (This assumes, of course, in either case, the people possess the necessary skill to fill available jobs and that no undue pressure from the "outside" slows things down.)

Whether we favor jobs first and people later, it makes little difference. The important factor is that population trends are an important factor in an area's economic activity.

During the period from 1963 to 1968 the United States population grew on an average of 1.24 percent per year, about two and one-half times Spokane's rate of 50 percent.

Obviously, the population indicator in Spokane or, for that matter, the Inland Empire, can hardly be viewed optimistically in terms of economic growth. Relative to the national market, Spokane becomes a declining market.

By contrast, Spokane Community College's population expressed in terms of enrollment has grown phenomenally since its founding in 1963 and has every indication of continued rapid growth. As the figures on Table 1 and Chart 1 show, the college's enrollment has almost qualrupled in just five years.

C. COMPARATIVE PAYROLLS

A definite relationship exists between the level of employment and the economic growth of an economy. In fact, seldom is a market survey, economic analysis, or comparison made today without the inclusion of employment (or unemployment) statistics.

When economic growth stops, remains constant, or increases only moderately, unemployment usually increases. Unemployment is detrimental to the economy because it decreases incomes. This in turn reduces consumer spending, which further decreases demand; and Spokane's economy is particularly oriented to effective consumer demand.

As the figures on Table 2 illustrate, the employment picture in Spokane has not been the best, despite some improvement in recent months. In fact, employment remained almost constant from 1963 to 1964. By any standards, this represented a serious economic loss--and its importance is multiplied when the local economy is as consumer-oriented as is Spokane's.

TABLE #1

A COMPARISON OF ENROLLMENT AND POPULATION 1963-1968

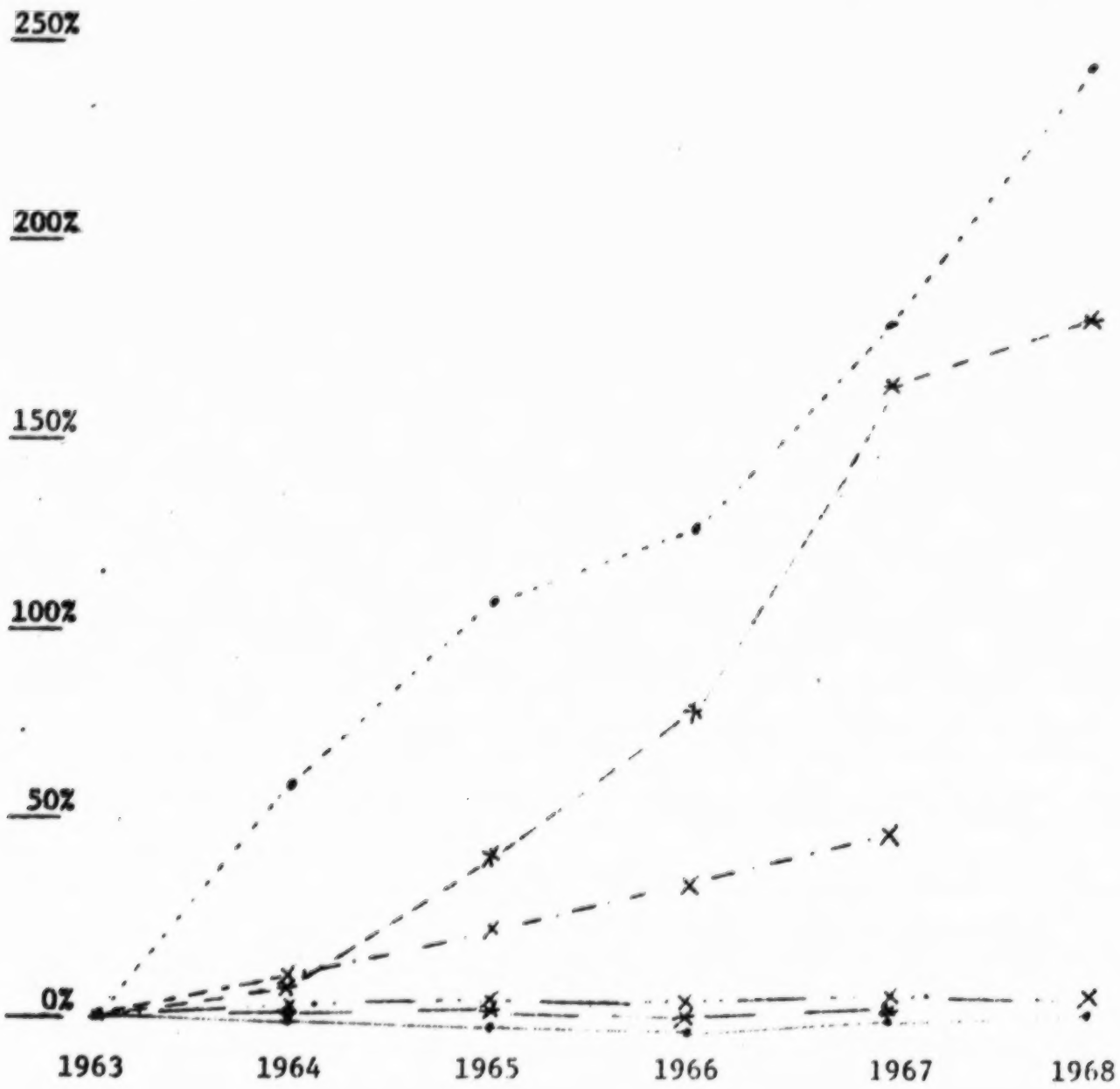
	1963	1964	1965	1966	1967	1968
SPOKANE COMMUNITY COLLEGE[1]						
ENROLLMENT*	1,298	2,065	2,673	2,902	3,592	4,406
Percent increase on base year	(base)	59.1	105.1	123.6	176.7	239.4
Percent increase per year		59.1	28.4	8.6	23.8	22.7
WASHINGTON COMMUNITY COLLEGE[2]						
TOTAL ENROLLMENT**	28,476	31,181	41,105	50,611	74,363	78,850
Percent increase on base year	(base)	9.5	44.3	77.7	161.1	176.9
Percent increase per year		9.5	31.8	23.1	46.9	6.0
HIGHER EDUCATION IN UNITED STATES[3]						
(thousands)	4,800	5,320	5,967	6,438	6,964	N.A.
Percent increase on base year	(base)	10.8	24.3	34.1	45.1	N.A.
Percent increase per year		10.8	12.3	7.9	8.2	N.A.
SPOKANE SMSA POPULATION[4]						
(thousands)	292.8	293.4	290.8	292.4	295.0	300.0***
Percent increase on base year	(base)	0.2	-0.7	-0.2	0.8	2.5
Percent increase per year		0.2	-0.9	-0.6	0.9	1.7
TOTAL WASHINGTON POPULATION[5]						
(thousands)	2,961	2,971	2,973	3,041	3,089	N.A.
Percent increase on base year	(base)	0.4	0.4	2.7	4.3	N.A.
Percent increase per year		0.4	0.1	2.3	1.6	N.A.
TOTAL UNITED STATES POPULATION[6]						
(millions)	189	192	195	197	199	201
Percent increase on base year	(base)	1.4	2.7	4.0	5.1	6.2
Percent increase per year		1.4	1.3	1.2	1.1	1.0

* Fall quarter day student enrollment only
** Includes...total student registration for all day, evening and extension divisions.
*** Preliminary

1. Public Relations Office, Spokane Community College, February 26, 1969
2. Washington State Board for Community College Education, February 26, 1969
3. The World Almanac and Book of Facts 1969, Newspaper Enterprise Association, Inc., New York, 1969, p. 344
4. Research Department, Spokane Chamber of Commerce, February 26, 1969
5. The Research Councils' Handbook, Washington State Research Council, Olympia, Washington, May 1968, p. 3
6. Economic Report of the President, Washington D.C., (U.S. Government Printing Office), 1969, p. 251

CHART #1

A COMPARISON OF ENROLLMENT AND POPULATION 1963-1968



• Spokane Community College enrollment .....
* Washington Community College enrollment ----------
x Higher Education in the United States -.-.-.-.-.-.
• Spokane SMSA Population ————————
* Total Washington Population — — — —
x Total United States Population —.—.—.—

Source: Table #1

TABLE #2

A COMPARISON OF U.S., WASHINGTON, SPOKANE SMSA, AND SPOKANE COMMUNITY COLLEGE EMPLOYMENT 1963-1968

Year	Total U.S.[1] Actual Increase (000)	(percent)	Washington[2] Actual Increase (000)	(percent)	Spokane SMSA[3] Actual Increase (persons)	(percent)	S.C.C.[4] Actual Increase (persons)	(percent)
1963	67,762	(base)	1,060	(base)	73,500	(base)	56	(base)
1964	69,305	2.3	1,067	.7	74,200	.9	82	46.4
1965	71,088	4.9	1,107	4.4	76,100	3.5	116	107.1
1966	72,895	7.6	1,205	14.7	79,600	8.3	148	164.3
1967	74,372	9.7	1,258	18.7	82,500	12.2	157	180.4
1968	75,920	12.1	N.A.	N.A.	87,000	18.4	240	228.6

1. Economic Report of the President, Washington D.C., (U.S. Government Printing Office), 1969, p. 254

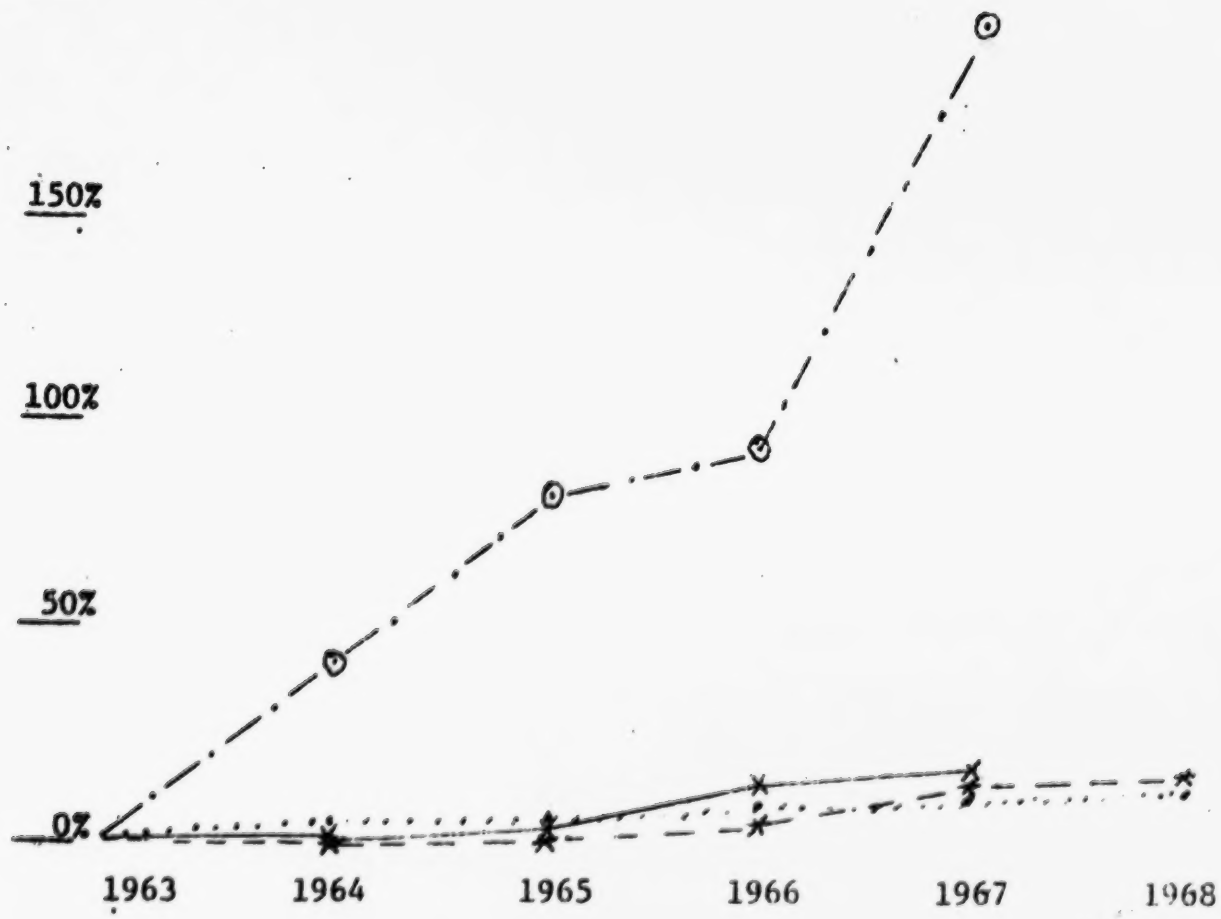
2. The Research Councils' Handbook, Washington State Research Council, Olympia, Washington, May 1968, p. 470

3. Research Department, Spokane Chamber of Commerce, February 27, 1969, (Washington State Employment Data)

4. Personnel Director, Spokane Community College, March 17, 1969, (does not include part-time non-contracted employees)

CHART #2

A COMPARISON OF U.S., WASHINGTON, SPOKANE SMSA, AND SPOKANE COMMUNITY COLLEGE EMPLOYMENT 1963-1968



· Total U.S. Employment .....
x Washington Employment ——— ———
* Spokane SMSA Employment – – – – – –
● Spokane Community College Employment —·—·—·—

Source: Table #2

What of Spokane Community College and its payroll? An article in the Spokane Daily Chronicle[7] pointed out the significant contribution being made to the Spokane economy be the Washington Water Power Company because of its employment of 1,207 persons, placing it among the area's largest. The same case, therefore, should be made for Spokane Community College, which had a payroll of 240 persons in 1968, excluding the part-time night school instructors and part-time student help. Even more phenomenal has been the rate at which Community College's payroll has grown--by an average of 45.7 percent per year since 1963!

Has Spokane Community College given notable assistance to Spokane as an employer? It currently ranks as one of the larger employers of the area and its growth rate has far outdistanced that of the community's in recent years. A further investigation shows that Spokane Community College added 184 jobs since 1963, representing 1.3 percent of all new jobs (14,500) available in Spokane during this same time period.

Indisputably, all of these factors confirm Spokane Community College as a very important contributor to the Spokane employment picture.

7"WWP Gains in Jobs," The Spokane Daily Chronicle, February 2, 1968.

D. CAPITAL EXPENDITURES

To this point in our study we have examined only indirect (although very important) factors of an economic units Real Income. One of the largest single elements of an economy's total Investment Function (I) is non-residential construction. As it is generally assumed that the propensity to consume reamins relatively stable at least in the short run and that increases in consumption usually result from increases in income, it is maintained that the necessary increases in effective demand to move the economy toward a higher level of employment must come from increases in investment. Thus, it could be concluded that increased investment is needed to raise the level of business activity. To put it another way, no economy can flourish very long, especially in a relative sense, without a significant amount of business investment in the form of such capital outlays as plant construction, equipment acquisition, debt finance, etc. This is also very true for the economy of Spokane.

Again, as can be seen from Table 3, non-residential construction in Spokane has not kept pace with non-residential construction in the United States. We can again see the pattern--Spokane lagging relative to the nation and Spokane Community College growing at an almost "feverish" pace. The contribution of Spokane Community

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College to the Investment Function (I) can best be illustrated in the fact that between 1963 and 1968 the college was responsible for about 2½ percent of all non-residential construction completed in Spokane County.

Finally, and of equal importance, is the fact that current projections call for continued expansion on the part of the college.

E. GOODS AND SERVICES PURCHASED

In Chapter III, we discussed some general concepts of economic growth. And as we have seen, Spokane's economy is definitely consumer oriented. The contribution made by the consumer should therefore be easily understood and considered important to this area's growth.

To represent the Consumption Function (C) we have chosen the Operating Expenditures of Spokane Community College, Retail Sales in the Spokane SMSA, and Personal Consumption Expenditures in the United States. As can be seen on Table 4 and Chart 3, Spokane Community College has outpaced both Spokane and the United States. Consumption in the form of Retail Sales has grown steadily in Spokane since 1963. But the rate of growth has been only 3.2 percent per year, in relationship to 8.2 percent per year for the United States as a whole and 48.3 percent per year for Spokane Community College. To put it another way,

TABLE #3

A COMPARISON OF U.S. NON-RESIDENTIAL CONSTRUCTION, SPOKANE SMSA NON-RESIDENTIAL CONSTRUCTION, AND SPOKANE COMMUNITY COLLEGE CAPITAL EXPENDITURES 1963-1968

	U.S. Non-Residential Construction Investment[1] Actual Increase		Spokane SMSA Non-Residential Construction[2] Actual Increase		S.C.C. Capital Expenditures[3] Actual Increase	
	(millions)	(percent)	(thousands)	(percent)	(thousands)	(percent)
1963	19,500	(base)	27,083	(base)	383	(base)
1964	21,200	8.7	14,844	-45.0	16	-95.8
1965	25,500	30.8	26,322	- 2.8	3	-99.2
1966	28,500	46.2	27,666	2.2	1,363	255.9
1967	27,900	43.1	21,763	-19.6	2,025	428.7
1968	29,200	49.7	45,404	67.6	249	-35.0

1. Economic Report of the President, Washington D.C., (U.S. Government Printing Office), 1969, p. 240.

2. Research Department, Spokane Chamber of Commerce, March 13, 1969.

3. Director of Business Affairs, Spokane Community College, March 31, 1969.

TABLE #4

A COMPARISON OF U.S. PERSONAL CONSUMPTION EXPENDITURES, SPOKANE SMSA RETAIL SALES, AND S.C.C. OPERATING EXPENDITURES[1]

Year	U.S. Personal[2] Consumption Expenditures (millions of dollars)	(percent)	Spokane SMSA[3] Retail Sales (millions of dollars)	(percent)	S.C.C.[4] Operating Expenditures (millions of dollars)	(percent)
1963			402.076	(base)		
1964	401,200	(base)	401.218	- 0.2	1.117	(base)
1965	432,800	7.9	408.873	1.7	1.552	38.9
1966	465,500	16.0	439.749	9.4	2.110	88.9
1967	492,200	22.7	453.749	12.9	2.472	121.3
1968	533,700	33.0	N.A.		3.270	192.7
1969	N.A.		N.A.		3.813	241.4

1. Column 1 and 3 are fiscal years whereas column 2 is calendar years.

2. Economic Report of the President, Washington D.C., (U.S. Government Printing Office) 1969, p. 227.

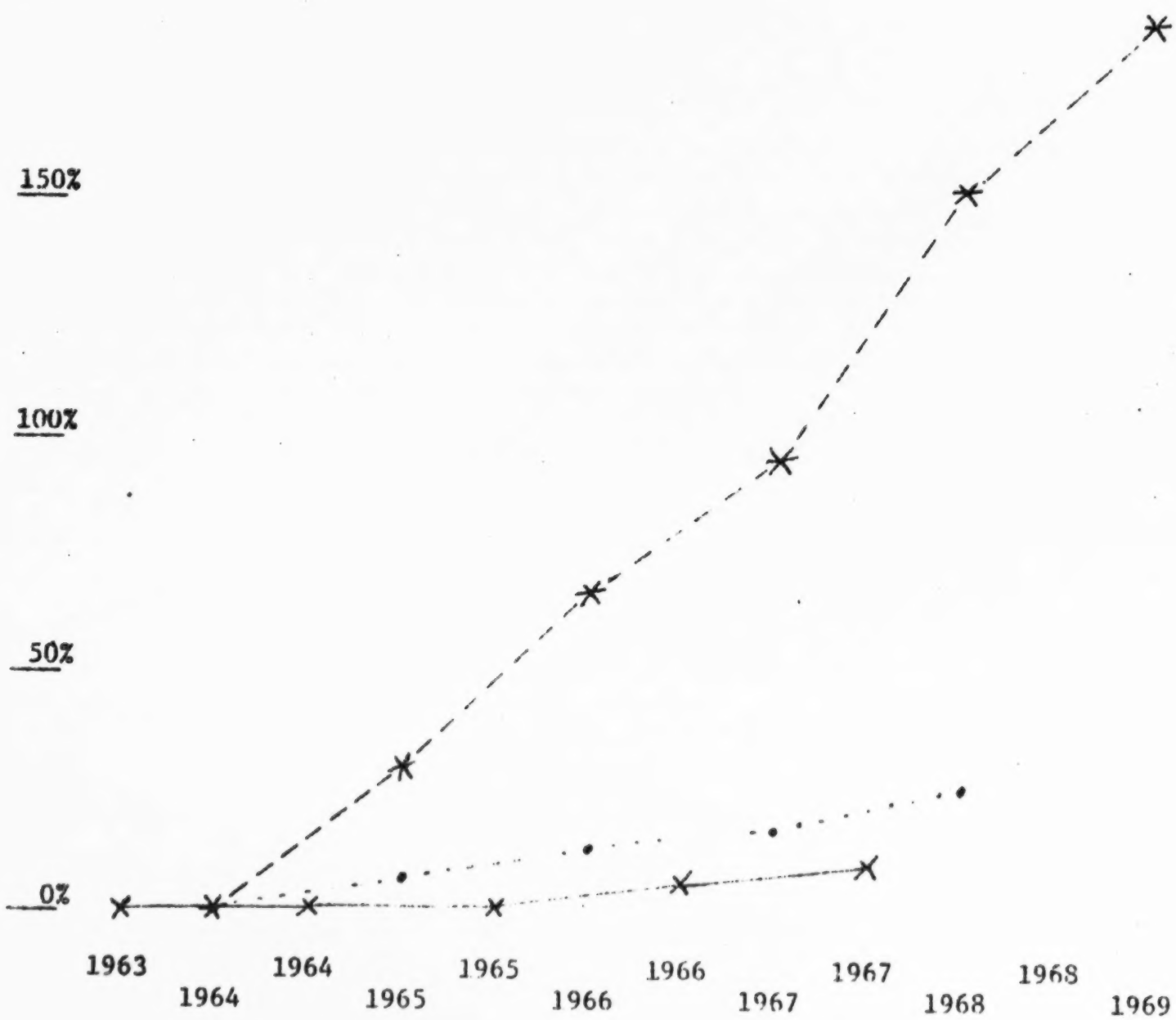
3. Research Department, Spokane Chamber of Commerce, March 19, 1969.

4. Director of Business Affairs, Spokane Community College, March 19, 1969.

5. Preliminary.

CHART #3

A COMPARISON OF U.S. PERSONAL CONSUMPTION EXPENDITURES, SPOKANE SMSA RETAIL SALES, AND S.C.C. OPERATING EXPENDITURES



· U.S. Personal Consumption Expenditures ·····
x Spokane SMSA Retail Sales ————
* S.C.C. Operating Expenditures - - - - - -

Source: Table #3

Personal Consumption Expenditures in the United States expanded nearly three times as fast as Spokane's Retail Sales. The operating expenditures of Spokane Community College increased about three and one-half times from 1963 to 1968 or almost 20 times faster than Spokane's Retail Sales. As a trade center, Spokane should be a leader in the Consumption Function.

The question of whether Spokane is growing rapidly enough or not is not the issue of this study. This information is presented to show the significant contribution made to Spokane's economy by Spokane Community College. In fiscal 1968, Spokane Community College as an institution spent 3.12 million dollars for goods and services--or .7 percent of the Retail Sales for the 1967 calendar year without student expenditures and about 2.3 percent of Retail Sales if student expenditures are included. Further, the relative size of the College's impact has grown since 1963 when the college's operating expenditures were less than .3 percent of Retail Sales.

As mentioned above and as outlined in the next chapter, consumer dollars spent by Spokane Community College students should be considered.

CHAPTER V

INDIRECT EXPENDITURES AND THEIR CONTRIBUTION

A. Type and Volume of Student Expenditures

B. Miscellaneous Expenditures

A. TYPE AND VOLUME OF STUDENT EXPENDITURES

We have examined the expenditures made directly by Spokane Community College. Our attention now will focus on those expenditures made <u>because of</u> but not directly <u>by</u> the college. We recognized it would be very difficult to determine such expenditures as night students, campus visitors, etc., so the efforts of our survey were directed at the following two factors:

1. What is the type and volume of consumer dollars spent by or for Spokane Community College students?

2. How many students stay in Spokane or how many students are attracted to Spokane because of Spokane Community College?

To determine these two factors, a student questionnaire[8] was composed and presented to about 10 percent of the student body. The student names selected to receive the questionnaire were obtained at random from the 1968 fall quarter enrollment roster; that is, 450 numbers were selected at random from 4,406. These numbers were then arranged in order and used to select the student names from an alphabetized list.

The questionnaires were distributed in the following manner:

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[8]A copy of the entire questionnaire and its transmittal letters is found in the Appendix of this study.

Fort George Wright Campus:

1. Lists of students selected for the survey were posted throughout the campus directing the students to contact the Dean of Liberal Arts' secretary.

2. Students were then given the questionnaire and asked to complete it in an adjoining room or return it as soon as possible.

3. When the questionnaires were returned, they were placed in a ballot-type box.

Mission Campus:

1. Packets for instructors were made up containing the selected students' names and a questionnaire for each student.

2. The instructor then distributed the questionnaires and collected them in sealed envelopes.

The response to our questionnaire was most gratifying. Two hundred forty-nine students (representing 55 percent of those selected) responded. From the answers given it was obvious that the majority of the students had given the questionnaire serious thought. The 249 who did reply represented 6 percent of the college's 1968 fall enrollment of 4,406 students. Thus, the size of both the sample and response was large enough for a fairly high degree of confidence.[9]

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[9]Assuming that a confidence coefficient of 95 with a standard error of $100 would be acceptable, a sample size of only 100 would be needed with a standard deviation of $1,000.

TABLE #5

STUDENT EXPENDITURES

Item	Mission[1] Campus Average	Fort Wright[2] Campus Average	Weighed[3] Average for both Campuses
	(dollars)	(dollars)	(dollars)
Housing (excluding students living at home)	376 [4]	265 [5]	306
Food	626	479	532
Transportation (excluding car payments)	364	290	317
Car Payments	129 [6]	139 [7]	135
Recreation	240	228	232
Miscellaneous	310	212	248
Total	2,303	1,853	2,017

1. 122 questionnaires

2. 127 questionnaires

3. Weighed by 36.5% for Mission Campus and 63.5% for Fort Wright Campus

4. 55 students not living at home spend $45,900 for housing (45,900 ÷ 55 = 835, $835 \times \frac{55}{122} = 376$.)

5. 52 students not living at home spend $33,700 for housing (33,700 ÷ 52 = 648, $648 \times \frac{52}{127} = 265$.)

6. 25 students spend $15,700 on car payments (15,700 ÷ 25 = 628, $628 \times \frac{25}{122} = 129$.)

7. 28 students spend $17,600 on car payments (17,600 ÷ 28 = 629, $629 \times \frac{28}{127} = 139$.)

By extending these average expenditures by category to Spokane Community College's 4,406 students, we can determine their total expenditure per year: $9,155,700. Extending these expenditures by or for Spokane Community College students reveals the following: $1,414,800 for housing' $2,432,100 for food; $1,097,100 for clothing; $1,440,800 for transportation (excluding car payments); $590,400 for car payments; $1,031,000 for recreation; and $1,150,000 for miscellaneous purposes.

Assuming all the student expenditures for housing and food would be made in the Spokane area, we found the weighed average expenditure in the Spokane area to be 91 percent. Thus, Spokane Community College students can be expected to spend $8,332,000 (9,155,700 x .91) in the Spokane Metropolitan area.

The second factor in our survey was to determine how much of this student contribution to Spokane's consumption function could actually be claimed by Spokane Community College. To determine this, the students were asked what they would be doing if Spokane Community College did not exist. The results of the question are shown in Table 6.

TABLE #6

WHAT WOULD SPOKANE COMMUNITY COLLEGE STUDENTS BE DOING IF SPOKANE COMMUNITY COLLEGE DID NOT EXIST?

Response	Mission Campus Average	Fort Wright Campus Average	Weighed[1] Average for both campuses
	(percent)	(percent)	(percent)
Attending another local college and living in Spokane	18	35	29
Attending another college but not living in Spokane	42	46	44
Working in Spokane	20	7	12
Working but not in Spokane	9	2	5
In the military service	4	4	4
*Percent of student body in Spokane because of Spokane Community College	58	54	55

[1]Weighed by 36.5% for Mission Campus and 63.5% for Fort Wright Campus

Thus, from the above data we can assume that Spokane Community College is directly responsible for 2,423 students being in Spokane and adding $4,582,600 to the Spokane consumption function.

In addition to the specific questions, several general questions were asked in the survey to supply the college with needed information and to help us describe our sample. Table 7 was compiled from these general questions.

This description of our sample compares very closely to the descriptions of the student body population that have been done by other studies.

TABLE #7

RESPONSE TO GENERAL QUESTIONS

	Mission Campus (No.)	(%)	Fort Wright Campus (No.)	(%)	Weighed[1] Average of both Campuses (%)
SEX					
Male	99	81	87	69	73
Female	23	19	40	31	27
MARITAL STATUS					
Single	89	73	111	87	82
Married	33	27	16	13	18
PERMANENT ADDRESS					
Spokane Metropolitan area	75	61	89	70	67
Other Washington areas	29	24	30	24	24
Out of state	16	13	5	4	7
Canada & other counties	2	2	3	2	2
PRESENTLY LIVING					
with parents	45	37	68	54	29
with relatives	9	7	4	3	3
with family other than relatives	5	4	3	2	2
own home	23	19	5	4	5
rented house	17	14	10	8	6
rented apartment	18	15	26	20	11
other	5	4	11	9	44
WOULD LIVE IN SCC DORMITORIES					
yes	33	27	30	24	25
no	89	73	97	76	75
TRANSPORTATION TO AND FROM SCHOOL					
own car	93	76	83	65	69
parents car	8	7	8	6	6
ride with another student	8	7	17	14	11
car pool with other students	6	5	9	7	6
ride the bus	3	2	9	7	6
other	4	3	1	1	2
DISTANCE TRAVELED TO SCHOOL (ONE WAY)					
0-5	64	52	63	50	80
6-10	41	34	39	31	5
11-20	7	6	18	14	2
21-30	1	1	4	3	4
31-40	8	6	0	0	4
other	1	1	3	2	5

[1] Weighed by 36.5% for Mission Campus and 63.5% for Fort Wright Campus.

B. MISCELLANEOUS EXPENDITURES

Though outside the scope of this study, it is appropriate to mention some other areas of the College which contribute to the Spokane economy.

One of these areas would be our night student enrollment. Fall quarter 1968 there were 3,854 students enrolled in the following areas: Liberal Arts, 417; trade, industry, and apprenticeship, 1,629; adult education, 588; home economics, 617; distributive education 603. It would be difficult to determine how many of these students are in Spokane because the college exists. But certainly some of them are in Spokane simply because the college is here, especially those people in the apprenticeship programs.

Fall quarter, 206 students were receiving monies from the G.I. Bill of Rights. Some of this money would not reach the Spokane economy without the existence of Spokane Community College.

The federal funds coming into the Spokane economy under the Work Study Program were $52,421 for the 1967-68 school year and will be $60,400 for the 1968-69 school year.

We did not attempt to determine the amount of money spent by parents, relatives, or friends visiting Spokane Community College students. Again, the figure would be significant and can be expected to grow, especially when

the projected dormetories are built.

Other items that deserve mention are "tourist" dollars generated by prospective students and their parents; summer school and summer institute enrollees; special events, such as guest speakers; basketball tournaments; etc.

CHAPTER VI

SOCIAL ECONOMIC IMPACTS OF THE COLLEGE

A. Occupational Curriculum

B. General

A. OCCUPATIONAL CURRICULUM

Spokane Community College is serving the manpower needs of established businesses and attracting new industry to Spokane. To exemplify some of the things the college is doing in this area we have analyzed part of the new agribusiness program and briefly told about some of the other college programs.

The need for technicians in agricultural occupations in the Spokane area was brought to Spokane Community College by various agricultural industries. Because of this need, an advisory committee consisting of representatives from both education and agricultural industries met over a period of time and recommended what is now Spokane Community College's "Agribusiness" program.

Mr. Kirkbride, instructor of agriculture at Spokane Community College, conducted personal interviews in the summer of 1968 with 31 of the Spokane area's grain, feed, seed, and farm supply industries while working on his thesis.[10] In his interviews he asked how many employees each firm had and how many people each firm would hire from Spokane Community College's Agribusiness Program if they

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[10]Kirkbride, Kieth, Sr., A Study to Identify Vocational Competencies Needed for Employment In the Grain, Feed, Seed, and Farm Supply Industries In the Area of Spokane, Washington, Washington State University, A Masters Thesis, 1969.

were available. Mr. Kirkbride did not compile or use this particular data in his thesis. However, when we compiled this material on only the Spokane SMSA area, we found these astounding results: Out of 19 firms with 396 employees, the present demand for trained people was 26 and the demand over the next five years was projected at 89.

Before Pacific Trails, Inc., located its garment facility in Spokane Industrial Park, company officials discussed employment needs with the college. The college is currently training power sewing machine operators. Students who successfully complete the course are eligible for employment in the new firm or in other garment industries. Pacific Trails, Inc., now employs about 200 power machine operators; and Mr. McMahon, the plant manager, said ultimate plans for the Spokane operation envision 300 to 400 power machine operators.[11]

The college has requests for hundreds of trained aircraft mechanics. Even though six major companies have offered to supply free transportation to their central offices for interviews, the majority of the students choose to work in the Spokane area.

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[11]"Sportswear Factory to Boost Production," Spokane Daily Chronicle, March 4, 1969.

There is a constant demand for draftsman, sheet metal workers, auto mechanics, diesel mechanics, data processing specialists, and electronic technicians in the Spokane area. Spokane Community College is helping meet this demand.

An important contribution from the technical-vocational area has been numerous practical projects. Four of the projects are these:

1. An electronic stethoscope to be used in conjunction with a large sphygomomanometer for measuring blood pressure has been perfected. This instrument is presently being used in the Practical Nursing Lab for classroom demonstration.

2. The lab developed a botanical grow-box in which artificial sunlight is produced and controlled so that plants can be grown indoors under normal conditions. The box also controls temperature and humidity.

3. The lab has projects in instrumenting eye action and small-scale nuclear experiments.

4. A steno-trainer was developed in the electronic research department capable of serving a large class and yet meeting the individual needs of each student. The console was developed at the school because no commercial instrument exists as versatile as the one needed by the business department. The instrument will teach transcription at various speeds to more than 350 students. Each student will be equipped with his own headset to receive dictation from one of seven channels on his own level of accomplishment. The instructor, by using a microphone, can communicate over all the channels or any individual channel.

The commercial bakery program at the college boasts 100 percent placement with some of the students in specialized areas starting at $175 a week.

Spokane Community College is a leader in the paramedical field. Courses offered are medical secretary, medical record technician, dental assisting, nurses aide, practical nurse, inhalation therapy, and cardiopulmonary. The only other schools in the United States offering similar cardiopulmonary training are at Navy installations in San Diego, California, and Bethesda, Maryland.

In addition to the above programs, Spokane Community College is providing the liberal arts related training for the registered nursing diploma program at Deaconess Hospital.

A six-week concentrated class in sales and checker training has serviced over 800 students, and 85 percent of these students have found employment in the retail selling fields.

The college's art programs have been very successful. In annual fine arts collegiate competiton with all major four-year colleges and universities, Spokane Community College students have often placed first. In commercial art the students have won national recognition and many are presently employed in the Spokane area.

The school offers a fire science program that has attracted nation-wide interest as well as filling the

needs of this community.

And in 1967 a law enforcement technology program, which has been very successful, was instigated.

Listed below is the development of Spokane Community College's Curriculum, from 1963-64 through 1968-69.

1963-64	Applied Arts Courses	Liberal Arts Courses
	Aircraft	General Business
	Commercial Art	Accounting
	Body and Fender	Secretarial Science
	Business and Office Occupations	Fine Art
	Carpentry	Mid-Management
	Commercial Baking	Economics
	Commercial Cooking	English and Literature
	Data Processing	Speech
	Dental Assisting	Biology, Zoology, Botany
	Diesel	Health
	Architectural Drafting	History
	Industrail Drafting	Mathematics
	Electronics	Psychology
	Industrail Mechanics	Sociology
	Instrumentation Technology	Anthropology
	Machine Shop	Spanish, French
	Medical Secretary	Chemistry
	Nurses Aide	Philosophy
	Practical Nursing	
	Printing	
	Sheet Metal	
	Watch Repair	
	Welding	
1964-65	Applied Arts Additions	Liberal Arts Additions
	Photography	Drama
	Hotel-Motel Management	Bacteriology
		P.E. and Athletics
1965-66	Applied Arts Additions	Liberal Arts Additions
	Inhalation Therapy	Political Science
	Medical Record Technician	Education

1966-67	Applied Arts Additions	Liberal Arts Additions
	Nursing Home Management	Radio-TV Studio Production
1967-68	Applied Arts Additions	Liberal Arts Additions
	Cardiopulmonary Technology Construction Electrician Construction Technology Law Enforcement Technology Parts Merchandising	Music German
1968-69	Applied Arts Additions	Liberal Arts Additions
	Agribusiness Cosmetology Transportation Technology	Agriculture Engineering Technical Report Writing Recreation Physical Science

B. GENERAL

To quote Dr. Walter Scott Johnson, Spokane Community College's President:[12]

"One of the objectives of Spokane Community College is to 'help its graduates help the community.' If we are to help the student and the community the college must be a dynamic educational institution with the desire and flexibility necessary to react immediately to community demands...

S.C.C. prides itself on the role it has chosen to play and the special contribution which it brings to the total diverse pattern of higher education. John W. Gardner philosophized that 'An excellent plumber is infinitely more admirable than an incompetent philosopher. The society which scorns excellence in plumbing because it is not an exalted activity will have neither good plumbing nor good philosophy. Neither its pipes nor its theories will hold water.'

Spokane Community College is a comprehensive college and does not scorn those vocations involving manual as well as mental skills. Equal emphasis is placed upon both the transfer and terminal vocational-technical programs. All our students are college students regardless of their strive to maintain standards of excellence in all instructional areas. If our liberal arts students are to transfer successfully to senior institutions, and they do, we must maintain standards of excellence equal to those maintained by our neighbors in the four year schools.

This presents a real challenge to the faculty and administration when we consider that the open door policy encourages a much greater range of students abilities in the community colleges than is normally found in four year colleges and universities. The success of our graduates, both transfer and terminal, indicates the faculty have adequately met the challenge.

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[12] "Resources and Objectives of Spokane Community College," an address given at the Fort Wright Campus Dedication Banquet, by Dr. Walter Scott Johnson, October 25, 1968.

Spokane Community College is somewhat like a well-managed department store. An easy place to get in and out of and featuring a variety of high quality educational merchandise....."

CHAPTER VII

CONCLUSION AND SUMMARY

A. Tests of the Hypotheses

B. Significance of the Data

C. Conclusion and Recommendation for Further Study

A. TESTS OF THE HYPOTHESES

This study shows concrete evidence to support each of the hypotheses presented in Chapter I. Our first analysis traced the relative growth of Spokane Community College and Spokane between 1963 and 1968 in the following sectors:

a. Population

b. Employment

c. Capital Investment

d. Direct Expenditures

Our analysis shows that during this period, Spokane Community College's enrollment increased 239.4 percent while Spokane grew only 2.5 percent. In the employment sector, Spokane Community College grew by 228.6 percent while Spokane grew 18.4 percent. Overall non-residential construction remained relatively constant during this five-year period while Spokane Community College experienced a "building boom" and was responsible for about 2.5 percent of all non-residential construction completed in Spokane. And finally, Spokane's Retail Sales level increased at a rate of 12.9 percent from 1963 to 1967 while Spokane Community College's operating expenditures grew 121.3 percent from 1963 to 1967 and 192.7 percent from 1963 to 1968. Therefore, the evidence is conclusive that Spokane Community College has outperformed Spokane in all of the sectors listed.

Our second hypothesis asserted that "Spokane Community College will continue to be an important economic factor in Spokane. All of the evidence tends to verify this position. National and regional projections foresee continued growth for all higher education. Community college enrollment in the United States is expected to double by 1975; and from every indication we now have, the enrollment at Spokane Community College will also double by 1975. When enrollment doubles, employment, construction, and operating expenditures will increase accordingly. As our examination has indicated, this growth will be of continuing importance to Spokane.

Our last two hypotheses were concerned with the indirect impact of Spokane Community College. "Spokane Community College students will spend at least $5,000,000 for goods and services during the 1968-69 school year in Spokane," and "Spokane Community College is responsible for at least 2,000 students being in Spokane." Our primary data shows that the average Spokane Community College student spends $1,835 in Spokane. The average full-time enrollment for the 1968-69 school year will be about 4,000 students; therefore, Spokane Community College students could be expected to add $7,340,000 to Spokane's economy. Our primary data also shows that 55 percent of our student body are in Spokane because of Spokane Community College.

Thus, Spokane Community College is directly responsible for an average of about 2,200 students currently being in Spokane who will add over $4,000,000 to the economy during the 1968-69 school year. And this figure will continue to grow.

As shown in the following tabulation of only the factors we have studied, and using 55 percent of student expenditures, the financial impact of Spokane Community College was more than $27 million from its beginning in 1963 to 1968.

Operating Expenditures	$10,521,000
Capital Expenditures	4,093,000
Student Expenditures	12,646,000
Total five-year impact	$27,206,000
Five-year average	$5,302,337

Even more important is that the preliminary impact for the current school year is over $8 million and this figure is expected to at least double by 1975.

B. SIGNIFICANT DATA

Much is said about the social and cultural advantages of a community college but little effort has been made to demonstrate or document the school as a truly significant economic entity.

This study reveals the economic impact of Spokane Community College in very real terms. The expenditure of $27 million in five years and the expected growth should

cause community leaders to take interest in Spokane Community College's fortunes as well as recognize it as a very important economic unit.

College administrators have frequently said that the school has a significant economic impact. But little effort has been made to document this statement. The data collected and analyzed in this study provides documentation and should allow the college administration to use this information to generate more local interest and support.

C. CONCLUSION AND RECOMMENDATIONS FOR FURTHER STUDY

Although we have uncovered important facts and their significance to both Spokane and Spokane Community College, this study is by no means all inclusive. Our study only took into account expenditures by day students. Further research might reveal night student expenditures and money spent by parents, relatives, friends and their parents, summer school and summer insitiute enrollees, sports events, etc. The additional expenditures of these various groups would only increase further the already important documented economic contribution made to Spokane by Spokane Community College.

We should mention that the programs offered by Spokane Community College are definite investments in the future capacity to produce; they attract industry and are

intrinsically desirable because of the effect they have on human dignity and happiness. Chapter VI outlined briefly some of these social economic impacts, many of which could be documented by separate research projects.

Our concluding recommendations are as follows:

1. Conduct the research mentioned as above to complete the college's impact. Update the data contained in this study so that the facts are always current. And use the data to "sell" Spokane Community College as a truly significant "business" force in the community.

2. Economic arguments usually have more effect on businessmen than arguments based upon only educational and cultural benefits. Therefore, Spokane business and professional people are urged to examine Spokane Community College carefully in light of its economic contribution. We then ask that they not only support the school but that they "sell" it to their colleagues.

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APPENDIX

November 12, 1968

Dear Faculty Member:

Spokane Community College is attempting to determine its economic impact on the Spokane Metropolitan area.

While everyone realizes the financial significance of an educational institution, most people concern themselves with what is spent on education and not the expenditures made by (or because of) educational institutions. In this study we are concerned with assembling data that will show both in financial and non-financial terms, the economic impact of our school.

Ten percent of our student body on both the Fort George Wright and Mission Campuses have been selected at random to participate in this study. Enclosed is a list of your students who were selected and a questionnaire for each of them. It is important that this sample be as complete and accurate as possible, therefore, would you:

(1) Assure the students that the questionnaire is confidential.
(2) Have the student seal the envelope before handing it back to you.
(3) Return the questionnaire to Mr. Danielson's secretary as soon as possible, preferably by Friday, November 15.

Thank you very much for your help in this endeavor. If you have any questions, please contact Mr. Danielson or myself.

Sincerely yours,

Ronald Merchant
Instructor

Enclosure

jmp

SPOKANE COMMUNITY COLLEGE
Office of Research and Development
Fort Wright Campus
West 3410 Fort George Wright Drive
Spokane, Washington 99204

November 12, 1968

Dear Student:

We need your help! Spokane Community College is attempting to determine its economic impact on the greater Spokane area.

A major portion of this economic or financial impact is made by students. The money you and your fellow students spend for items <u>other than</u> tuition, fees, etc., is very important to the economy of the greater Spokane area.

Therefore, we would greatly appreciate your cooperation in completing the enclosed questionnaire and returning it to us at your earliest convenience. Thank you for your assistance.

Very sincerely yours,

Ronald Merchant
Instructor

Enclosure

jmp

SPOKANE COMMUNITY COLLEGE SURVEY

(PLEASE DO NOT SIGN YOUR NAME TO THIS QUESTIONNAIRE, IT IS STRICTLY IMPERSONAL)

Most of the questions below are of a general nature and require an estimate on your part. PLEASE answer all of the questions, EVEN IF YOUR ANSWERS ARE ESTIMATES! The very nature of this survey limits it to broad interpretations.

1. Please indicate the city and state that was your permanent address before starting school:_____

2. Sex: a. ( ) Male b. ( ) Female

3. Are you presently: a. ( ) Married b. ( ) Single

4. At which campus do you attend school?
   a. ( ) Fort George Wright b. ( ) Mission Campus c. ( ) both

5. What is your area of study?
   a. ( ) Liberal Arts, majoring in_____
   b. ( ) Applied Arts, majoring in_____

6. Please indicate what you would be doing if Spokane Community College did not exist:
   a. ( ) Attending another local college and living in Spokane.
   b. ( ) Attending another college but not living in Spokane.
   c. ( ) Working in Spokane.
   d. ( ) Working but not in Spokane.
   e. ( ) In the military service.
   f. ( ) Other. What?_____

7. Where are you now living?
   a. ( ) With parents
   b. ( ) With relatives
   c. ( ) With a family other than relatives
   d. ( ) Own home
   e. ( ) Rented house
   f. ( ) Rented apartment
   g. ( ) Other_____

8. If Spokane Community College had dormitories, would you live in them?
   a. ( ) Yes b. ( ) No

9. How do you get to and from school?
   a. ( ) Drive your car
   b. ( ) Drive your parents car
   c. ( ) Ride with another student
   d. ( ) Car pool with other students
   e. ( ) Ride the bus
   f. ( ) Other_____

10. How many miles do you travel to school each day (one way)?
    a. ( ) 0-5
    b. ( ) 6-10
    c. ( ) 11-20
    d. ( ) 21-30
    e. ( ) 31-40
    f. ( ) Other_____

11. What are your expenditures during the school year in the following areas EXCLUSIVE of any direct school expenditures such as books, tuition, lab fees, etc. If you are single try to estimate what is spent by you (and/or for you). If you are married try to estimate your expenditures for yourself and your dependents. (We realize these figures must be estimates but try to be as exact as possible. Please disregard housing if your are living at home.)

Housing: (including heat, lights, water, and etc.)
a. ( ) $0-$200 d. ( ) $601-$800 g. ( ) $1,201-$1,400
b. ( ) $201-$400 e. ( ) $801-$1,000 h. ( ) Other_____
c. ( ) $401-$600 f. ( ) $1,001-$1,200

Food:
a. ( ) $0-$200 d. ( ) $601-$800 g. ( ) $1,201-$1,400
b. ( ) $201-$400 e. ( ) $801-$1,000 h. ( ) Other_____
c. ( ) $401-$600 f. ( ) $1,001-$1,200

Clothing:
a. ( ) $0-$200 d. ( ) $601-$800 g. ( ) $1,201-$1,400
b. ( ) $201-$400 e. ( ) $801-$1,000 h. ( ) Other_____
c. ( ) $401-$600 f. ( ) $1,001-$1,200

Transportation: (excluding car payments)
a. ( ) $0-$200 d. ( ) $601-$800 g. ( ) $1,201-$1,400
b. ( ) $201-$400 e. ( ) $801-$1,000 h. ( ) Other_____
c. ( ) $401-$600 f. ( ) $1,001-$1,200

Car Payments:
a. ( ) $0-$200 d. ( ) $601-$800 g. ( ) $1,201-$1,400
b. ( ) $201-$400 e. ( ) $801-$1,000 h. ( ) Other_____
c. ( ) $401-$600 f. ( ) $1,001-$1,200

Recreation:
a. ( ) $0-$200 d. ( ) $601-$800 g. ( ) $1,201-$1,400
b. ( ) $201-$400 e. ( ) $801-$1,000 h. ( ) Other_____
c. ( ) $401-$600 f. ( ) $1,001-$1,200

Miscellaneous:
a. ( ) $0-$200 d. ( ) $601-$800 g. ( ) $1,201-$1,400
b. ( ) $201-$400 e. ( ) $801-$1,000 h. ( ) Other_____
c. ( ) $401-$600 f. ( ) $1,001-$1,200

12. Of your expenditures on the following items, what percent is spent in Spokane?

Clothing:	Transportation:	Recreation:	Miscellaneous:
a. ( ) 0-25%	a. ( ) 0-25%	a. ( ) 0-25%	a. ( ) 0-25%
b. ( ) 26-50%	b. ( ) 26-50%	b. ( ) 26-50%	b. ( ) 26-50%
c. ( ) 51-75%	c. ( ) 51-75%	c. ( ) 51-75%	c. ( ) 51-75%
d. ( ) 76-100%	d. ( ) 76-100%	d. ( ) 76-100%	d. ( ) 76-100%

13. Final question: Please estimate the total dollars spent by you and your dependents (and/or for you and your dependents) during the course of a school year EXCLUSIVE of any direct school costs such as books, tuition, lab fees, etc.$_____

Finished production by
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